



Accomplishments

of Safe Haven Programs During the 1999-00 School Year:

A Report to the Governor, the Legislature, and Indiana Schools

School



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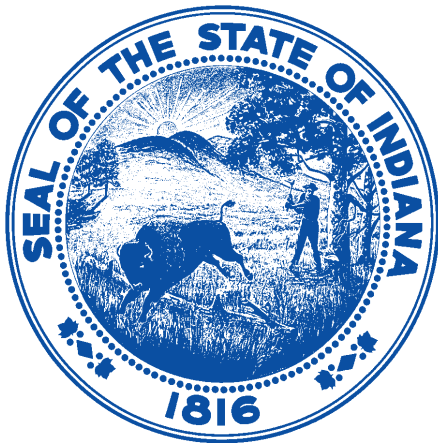
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About the Indiana Criminal Justice Institute

Guided by a Board of Trustees representing all components of Indiana's criminal and juvenile justice systems, the Indiana Criminal Justice Institute serves as the state's planning agency for criminal justice, juvenile justice, traffic safety, and victim services. The Institute develops long-range strategies for the effective administration of Indiana's criminal and juvenile justice systems and administers federal and state funds to carry out these strategies.

To carry out its mandates, the Institute's Board of Trustees identifies statewide needs and resources for fighting crime and delinquency and helping victims of crime. The Institute also is charged with administering grant funds for justice programs. The Safe Haven program provides grants to Indiana school corporations to help reduce violent behavior and substance abuse in schools, promote the educational progress of students, and enhance the physical safety of schools. This publication describes the activities and accomplishments of Safe Haven programs funded during the 1999-00 school year. A section highlighting accomplishments of Countywide School Safety Commissions also is included in this year's report.

Tragic events occurring in our nation's schools since the mid-1990s have heightened awareness of school safety needs. Fortunately for the citizens of Indiana, state leaders have made school safety and the welfare of our students top priorities by taking proactive steps designed to continually evaluate and improve the safety of Indiana schools.

Indiana's Safe School Fund, first established by the Governor's Office and the legislature in 1995 and enhanced through amendments in 1999, is designed to promote school safety by providing Safe Haven grants to schools for any of the following purposes:

1. Development of a School Safety Plan to be implemented by a school corporation or on a countywide basis. Plans must include provisions for zero tolerance of alcohol, tobacco, drugs, and weapons on school property and involve all schools within the school corporation. Grant funds can be used for equipment to enhance the physical safety of all schools in the corporation, as outlined in the plan.
2. Implementation of a school Safe Haven program to reduce alcohol and drug abuse, reduce violent behavior, and promote educational progress in schools. Safe Haven programs should be open to all students of the school before and after normal operating hours, preferably from 7 a.m. to 9 p.m., on days determined by the school corporation.
3. Purchase of equipment or materials or the provision of training to enhance the physical safety of schools.

Under Public Law 61-1995, the Indiana Criminal Justice Institute (CJI) administers the Safe Haven grant fund. Each year since the 1997-98 school year, school corporations have been eligible to apply for Safe Haven grants through CJI. Eighty-three Indiana school corporations in 42 counties received grants during the 1997-98 school year, 87 school corporations in 48 counties received grants in 1998-99, and 145 school corporations in 70 counties received grants in 1999-00. The number of school corporations receiving Safe Haven grants in 1999-00 represents a 75% increase over the number receiving grants in the

program's first year. Between 1997 and 2000, CJI awarded \$9 million in Safe Haven grant funds to school corporations throughout the state.

To fulfill its statutory requirements, CJI has established program guidelines for the development and implementation of school programs supported by Safe Haven grants. Under these guidelines, Safe Haven grant recipients are required to submit periodic progress reports describing activities funded through the Safe Haven program. Information from these reports forms the basis of this publication describing 1999-00 school year Safe Haven programs. This report also highlights the 1999-00 activities of Countywide School Safety Commissions, which were supported by one-time incentive grants from the Safe Haven fund.

Accomplishments of Safe Haven Programs

Forty-nine percent (145) of Indiana's 293 public school corporations¹ received a grant to support a school Safe Haven program during the 1999-00 school year. Eighty-one percent (118) of the 145 participating school corporations submitted progress reports describing the activities and accomplishments of their Safe Haven programs.

Fifty-one percent (60) of the school corporations submitting progress reports used Safe Haven grants to support educational activities for students before or after the school day, 31% (37) used Safe Haven grants to purchase school safety equipment, and 18% (21) used the grants for a combination of before or after school activities and the purchase of safety equipment. Thus, a total of 81 school corporations provided educational activities and a total of 58 corporations purchased school safety equipment. Educational activities supported by the Safe Haven program and safety equipment purchased through the program are described on the following pages.

Educational Activities

Safe Haven educational activities were provided by 81 school corporations during the 1999-00 school year. Those activities tend to fall into one of the following project types:²

- **Alcohol Prevention Education** to teach students about the adverse effects of alcohol and strategies for recognizing and avoiding alcohol dependence;
- **Drug Prevention Education** to help students understand the adverse effects of drugs and how to avoid the use of illicit drugs;
- **Violence Prevention Education** to teach students how to solve problems without resorting to anger and violence and provide opportunities to practice conflict resolution skills;
- **Academics & Tutoring** to help students improve their study habits and achieve better grades;
- **Computer Training** to teach students basic and advanced computing skills;
- **Lifeskills** to develop social, emotional, and cognitive skills that help people successfully manage their day-to-day lives (manners, getting along well with others, coping skills, problem solving, decision-making, etc.);
- **Mentoring** to provide students with opportunities to speak to teachers and other professionals, older students, and members of the community at large about school problems, personal concerns, leadership qualities, and future careers;
- **Community Service** to engage students in helping activities such as nursing home visits, donating goods and services to families in need, and cleaning up local neighborhoods;
- **Recreation** to provide students with hands-on learning opportunities during field trips to points of social or historical interest and other activities such as arts and crafts, cooking, and games;

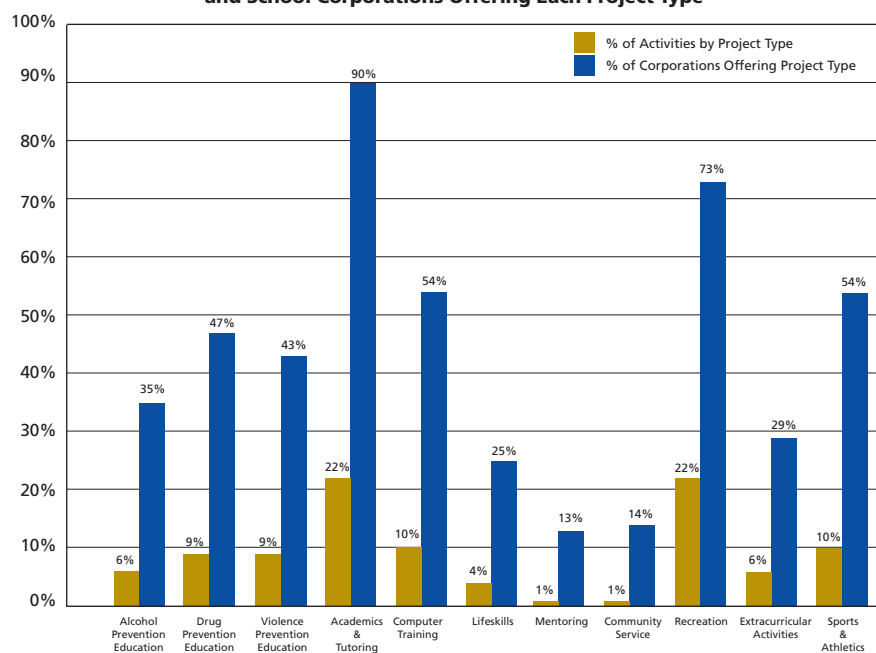
Table 1
Activities Offered Before and After the School Day by Type of Safe Haven Project

Type of Project	Total No. of Activities Offered	% of Activities Offered Before School	% of Activities Offered After School
Alcohol Prevention Education	120	18	82
Drug Prevention Education	189	20	80
Violence Prevention Education	188	26	74
Academics & Tutoring	432	24	76
Computer Training	204	25	75
Lifeskills	84	26	74
Mentoring	21	19	81
Community Service	26	12	88
Recreation	432	23	77
Extracurricular Activities	114	12	88
Sports & Athletics	207	20	80
Total	2,017	22	78

- **Extracurricular Activities** to supplement traditional school curricula with activities such as choir, scouting, and drama club; and
- **Sports & Athletics** to engage students in team sports and athletic exercise including basketball, volleyball, soccer, and gym.

Many individual activities were provided within each of the project types described above. For example, as Table 1 shows, 120 activities focusing on alcohol prevention education were provided across all of the reporting school corporations. Table 1 also shows that most Safe Haven activities took place after the school day. For example, 82% of all activities addressing alcohol prevention were provided after school. Some Safe Haven activities were one-time only events (such as convocations) but the majority (94%) were offered on an ongoing basis (not shown).

Graph A: Safe Haven Activities by Project Type and School Corporations Offering Each Project Type



Note: A total of 2,017 activities (gold bars) were offered before or after school by 79 school corporations (purple bars).

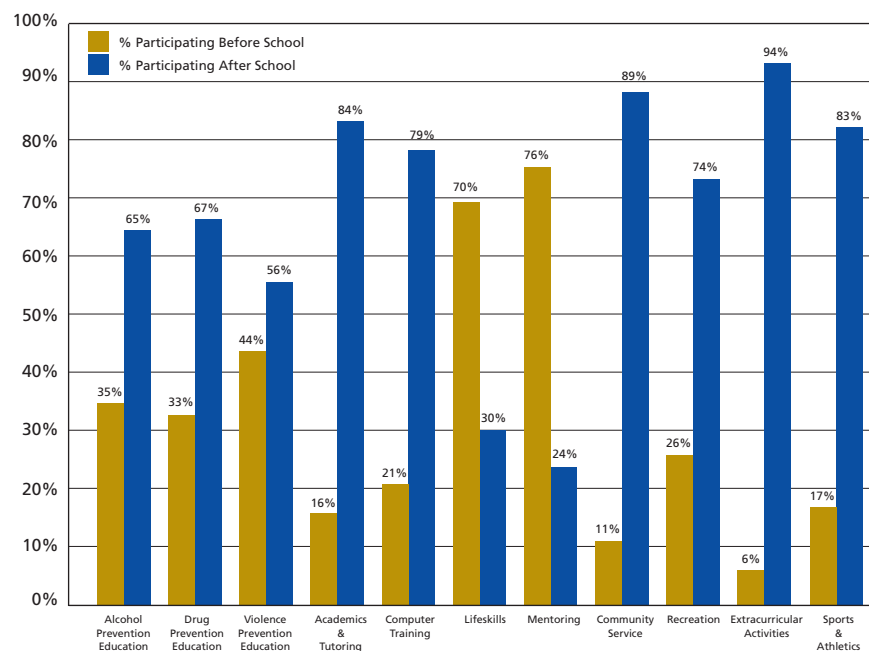
Reporting school corporations provided a total of 2,017 Safe Haven activities. Graph A presents the percentage of all activities offered by project type (gold bars). Academics & tutoring and recreation each account for 22% of all activities offered. Mentoring and community service were the least prevalent, accounting for only 1% of all activities offered.

Graph A also presents the proportion of reporting school corporations that offered activities by project type (purple bars). Nine out of every 10 school corporations provided academics & tutoring activities before or after school. One-half or more of all school corporations provided activities focusing on computer training, recreation, and sports & athletics. Nearly half of all participating schools provided drug prevention education and violence prevention education, while more than one in three offered alcohol prevention education. (The proportion of schools providing alcohol prevention education may be greater than shown here because schools offering combined instruction in alcohol and drug prevention may have listed the activity under drug prevention education on the report form.)

A total of 458,571 students were enrolled in the 81 school corporations that used Safe Haven grant funds to support before and after school activities during the 1999-00 school year. Of all students enrolled, 31,318 participated in Safe Haven activities during the Fall semester, 36,079 participated in the Spring, and 4,936 participated during Summer sessions of school. (For 3,716 additional participants, time of participation is not known.) Information submitted on Safe Haven progress reports does not permit us to confidently determine the number of individual students participating in Safe Haven activities at each of these times. For example, an unknown number of students participating in the Fall also may have participated in the Spring.

Table 2 compares demographic characteristics of all Safe Haven participants to all students enrolled in school corporations offering Safe Haven projects. With a few important exceptions, as discussed later in this report, Safe Haven participants generally appear to be representative of the student population by sex, race, and grade.

Graph B: Safe Haven Participation Before and After School



Note: The number of participants ranged from 904 for community service activities to 36,104 for recreation activities.

Table 2
Demographic Characteristics of Safe Haven Participants
Compared to All Students Enrolled in School Corporations
Offering Safe Haven Activities

	% of Safe Haven Participants	% of All Students Enrolled in Safe Haven School Corporations
Female	51	49
Male	49	51
American Indian/Alaskan Native	<1	<1
Asian	1	1
Black	19	21
Hispanic	3	4
White	75	72
Other	2	2
Preschool	<1	1
Kindergarten	3	7
First grade	6	8
Second grade	7	8
Third grade	8	8
Fourth grade	9	8
Fifth grade	9	8
Sixth grade	11	8
Seventh grade	12	8
Eighth grade	11	7
Ninth grade	7	8
Tenth grade	6	8
Eleventh grade	6	7
Twelfth grade	5	6
Not indicated ^a / Other ^b	<1 ^a	<1 ^b

Graph B compares the proportion of Safe Haven participants taking part in activities in the morning before school began (gold bars) to the proportion participating in activities after the school day ended (purple bars). With the exception of those participating in lifeskills and mentoring activities, the majority of participants attended Safe Haven activities after school. Overall, 69% of Safe Haven participants took part after school and 31% participated before school (not shown). Seventy-seven percent of Safe Haven participants attended Safe Haven activities more than once (not shown).

The highest levels of participation in Safe Haven activities are seen among students in the sixth, seventh, and eighth grades (as shown in Table 2). More than three-fourths of all activities offered were provided after the school day ended (as shown in Table 1) and 69% of students attending Safe Haven activities participated in the afternoon (as noted previously).

These data suggest that Safe Haven resources are being used to address the “three critical years, three critical hours” when youth are most likely to experiment with drugs and alcohol or become involved in delinquency and crime. The annual Indiana survey *Alcohol, Tobacco, and Other Drug Use by Indiana Children and Adolescents* has shown that most youth first experiment with drugs between the start of the seventh grade and the end of the ninth grade.³ During these vulnerable years, youth are at the greatest risk for experimenting with drugs between the hours of 3 p.m. and 6 p.m. on school days.³ National research has demonstrated that the hours from 3 p.m. to 6 p.m., immediately following the end of the school day, also are the most vulnerable time for youth to engage in or become victims of violent crime (i.e., murder, forcible rape, robbery, and aggravated and simple assault).⁴ Available estimates suggest that, nationwide, as many as five million children and teenagers in the United States are unsupervised during the after school hours.⁵ Compared to youth who are supervised after school, unsupervised children and teens are at significantly higher risk for truancy, poor grades, and high-risk behaviors including substance abuse, delinquency, and crime.^{6,7} Information on Safe Haven programs presented here reveals that Indiana schools are appropriately focusing on students in the critical middle schools years and attending to student needs during the critical after school hours.

In addition to describing Safe Haven activities and student participation, Safe

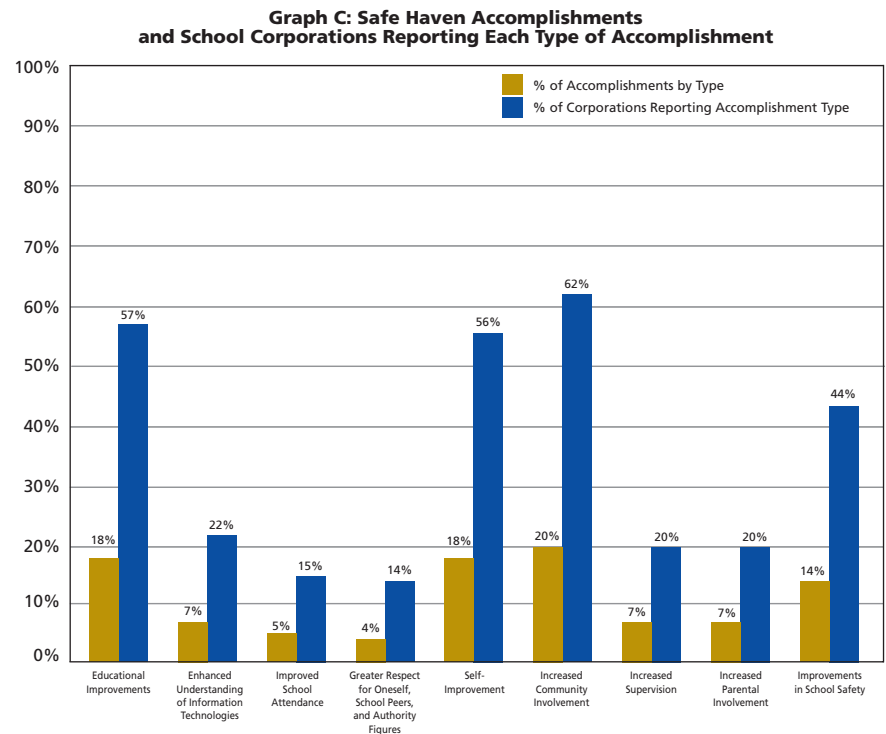
Haven program personnel were asked to describe the accomplishments of Safe Haven programs including impacts on their communities at large. The following primary accomplishments were reported for Safe Haven programs:²

- Educational improvements (in homework, grades, etc.);
- Enhanced understanding of information technologies (computers, Internet resources, etc.);
- Improved school attendance;
- Greater respect for oneself, school peers, and authority figures;
- Self-improvement (greater sense of well-being, behavioral improvements, etc.);
- Increased community involvement;
- Increased supervision of students;
- Increased parental involvement; and
- Improvements in school safety.

Graph C presents the percentage of all accomplishments reported by type of accomplishment (gold bars). Collectively, educational improvement, self-improvement, increased community involvement, and improvements in school safety account for 70% of all accomplishments reported. Graph C also presents the percentage of school corporations that reported each type of accomplishment (purple bars). One-half or more of all reporting school corporations noted educational improvement, self-improvement, and increased community involvement as accomplishments of their Safe Haven program. Forty-four percent reported improvements in school safety as an accomplishment associated with their program.

Although participation in Safe Haven is not limited to students who are academically at-risk, have behavioral problems, or abuse alcohol and drugs, school corporations receiving Safe Haven funds were asked a series of objective questions on these topics to help gauge benefits that may be associated with participation in Safe Haven activities.

Based on data for 56,960 Safe Haven participants, reporting school corporations indicated that attendance improved for 17% of program participants. Attendance



Note: A total of 245 accomplishments (gold bars) were listed by 79 corporations (purple bars).

stayed about the same for 80% and worsened for only 3% of students participating in Safe Haven activities.

Information for 58,045 participants indicated that 22% of Safe Haven participants improved their grades in school and 74% kept their grades just about the same. Grades worsened for only 4% of students participating in Safe Haven.

Behaviors such as participating in class, taking work home, and completing assignments on time were used to define academic effort. Data for 58,268 Safe Haven participants indicated that academic effort improved for 30% of program participants during the 1999-00 school year. Academic effort stayed about the same for 67% and worsened for only 3% of students participating in Safe Haven.

Information on behavioral problems (defined as tardiness, suspensions, expulsions, or other disciplinary problems) was submitted for 61,593 Safe

Haven participants. Reporting school corporations indicated that 72% of Safe Haven participants did not exhibit behavioral problems in school in 1999-00. For the 28% of Safe Haven participants identified as having had behavioral problems during the school year, it was reported that 37% showed evidence of improvement in problem behaviors.

Information on violent behavior (defined as verbally and physically assaultive behavior) was submitted for 59,232 Safe Haven participants. School corporations reported that 87% of Safe Haven participants did not engage in violent behavior in school in 1999-00. Among the 13% of Safe Haven participants identified as having exhibited violent behavior during the school year, decreases in violent behavior were noted for one out of every four Safe Haven participants (25%).

The vast majority of Safe Haven participants (87% of 59,523 students) were not identified as students who had used alcohol or drugs during the 1999-00 school year. For the 13% of Safe Haven participants identified as having used alcohol or drugs in 1999-00, school corporations reported that alcohol and drug use decreased for 7% of Safe Haven participants, remained the same for 90% of participants, and increased for 3% of participants. Thus, the dramatic improvements in behavior problems and violent behavior reported for Safe Haven participants were not noted for Safe Haven participants thought to use alcohol and drugs. This difference may be attributable to the unique nature of each of these problems and the factors required to elicit positive change in each area. While Safe Haven activities may provide the structure, attention, and skills needed to overcome bad behavior, specialized clinical or medical treatments may be needed to comprehensively address problems leading to the regular abuse of alcohol and drugs.

A 1998 report jointly issued by the U.S. Department of Education and the U.S. Department of Justice⁸ indicates that:

Children, families, and communities benefit in measurable ways from high-quality after-school and extended learning programs. As an alternative to children spending large numbers of hours alone or with peers in inadequately supervised activities, well-planned and well-staffed programs provide safe havens where children can learn, take part in supervised recre-

ation, and build strong, positive relationships with responsible, caring adults and peers. . . . After-school programs have helped reduce the juvenile crime rate. Adolescents are less likely to engage in risky behaviors, such as tobacco use, when they have after-school programs to go to. . . . After-school programs also contribute to raising children's self-confidence as well as academic performance. Both teachers and parents report that children who participate in after-school programs develop better social skills and learn to handle conflicts in more socially acceptable ways. (paragraphs 7 and 8)

Accomplishments and performance indicators reported here suggest that Indiana's Safe Haven program is helping good students maintain good behavior and helping troubled students improve their behavior and performance in school. Overall ratings of the effectiveness of Safe Haven programs support these observations – 89% of all progress reports submitted in 1999-00 rated school Safe Haven programs as either a somewhat effective (20%) or very effective (69%) way to improve the overall safety of Indiana schools (not shown).

School Safety Equipment Purchases

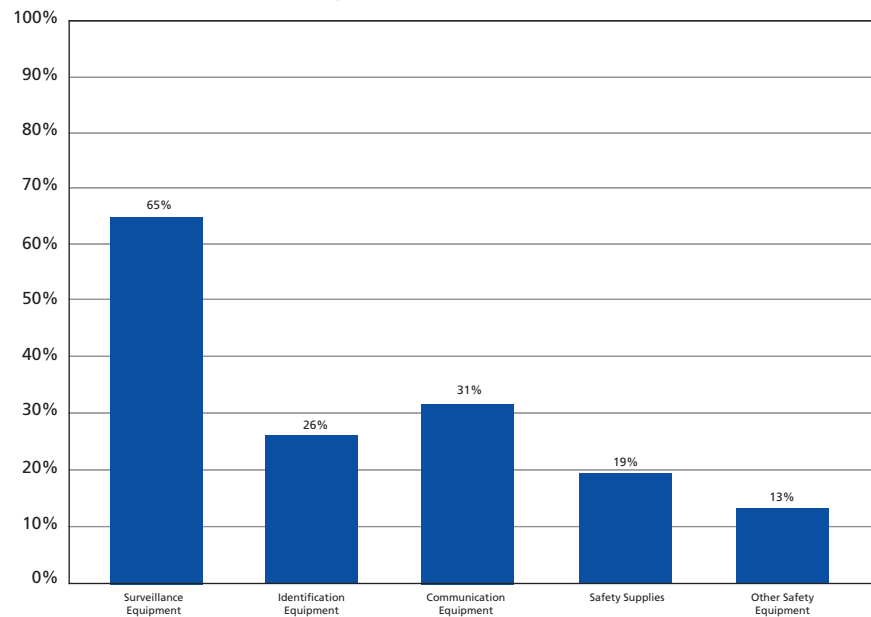
Fifty-four of the 58 school corporations that used Safe Haven grants to purchase school safety equipment during the 1990-00 school year provided detailed information on equipment purchases. Five categories of school safety equipment were purchased as follows:²

- **Surveillance Equipment** including security-related items such as cameras, camera lenses, video recorders, monitors, and entryway alarm systems;
- **Identification Equipment** including identification badges for school staff and students, digital cameras and laminating equipment for producing and updating identification tags, parking permits, and signage for school entrances and classrooms;
- **Communication Equipment** including two-way radios, cell phones, megaphones, intercoms, weather radios, and emergency broadcast systems;

- **Safety Supplies** including batteries and battery chargers, antennas, flashlights, first aid and safety kits, and textbooks on managing emergency situations; and
- **Other Safety Equipment** including devices for detecting and locating explosive devices, metal detectors, breathalyzers, lock boxes and safes, and traffic safety signs.

The proportion of school corporations using Safe Haven funds to purchase each type of equipment is provided in Graph D. As shown in the graph, surveillance equipment represents the largest category of equipment expenditures. Sixty-five percent of school corporations that purchased equipment with Safe Haven funds purchased surveillance equipment.

Graph D: School Safety Equipment Purchased with Safe Haven Funds



Note: 54 school corporations used Safe Haven funds to purchase school safety equipment. Percentages do not total 100% because counties may have purchased more than one type of equipment.

Summary

Research during the last decade has clearly illustrated the benefits of school and community efforts to attend to unsupervised time in a child's day.⁹ At the same time, school tragedies have demonstrated the crucial importance of comprehensive, community-based planning to ensure the physical safety of students and staff in schools. This report on the activities and accomplishments of Governor O'Bannon's Safe Haven program illustrates Indiana's continued commitment to ensuring the well-being and safety of students, schools, and communities across the state and our progressive role as a leader in school safety initiatives across the nation.

Data reported here indicate that Indiana schools are investing in sound measures to improve the physical and cultural climate of schools with an emphasis on the often-troubling middle school years. The data also indicate that Indiana communities are actively planning for the educational needs and physical safety of youth in school. The widespread initiation and expansion of before and after-school activities focused on teaching appropriate values and skills is a significant legacy of Safe Haven and other school initiatives supported by the state. This achievement can only be enhanced by future work assessing the unique attributes of different Safe Haven programs to identify what most effectively meets the diverse needs of students in Indiana schools.

Countywide School Safety Commissions

In 1999, Indiana counties also were eligible to receive a one-time \$2,000 incentive grant through the Safe Haven program to support the work of Countywide School Safety Commissions during the 1999-00 school year. Specification of commission membership and the responsibilities of countywide commissions has promoted meaningful dialogue among schools, law enforcement agencies, emergency service providers and other key participants and has encouraged information sharing and coordinated planning among county agencies. Countywide School Safety Commissions are established to do the following:

1. Analyze school safety needs within the county;
2. Coordinate and make recommendations for:
 - a. preventing juvenile offenses and improving the reporting of juvenile offenses within schools,
 - b. developing proposals to identify and assess children who are at high-risk of becoming juvenile offenders,
 - c. developing methods to meet the educational needs of children who have been detained as juvenile offenders,
 - d. developing methods to improve communications among agencies that work with children,
 - e. developing methods to improve security and emergency preparedness,
 - f. securing additional equipment or personnel that are necessary to carry out safety plans, and
 - g. addressing any other topic the commission considers necessary to improve school safety in school corporations within the commission's jurisdiction;
3. Provide assistance to school safety specialists on the commission in developing and requesting grants for school safety plans;
4. Provide assistance to school safety specialists on the commission and the participating school corporations in developing and requesting grants for school Safe Haven programs; and
5. Assist participating school corporations in carrying out their school safety plan.

School safety specialists from each school corporation in Indiana are essential members of Countywide School Safety Commissions. The school safety specialist concept was developed through the leadership of Governor O'Bannon and the Indiana Department of Education. Public Law 273-1999 required school corporations to name a school safety specialist and provided funds for training and technical assistance associated with the school safety specialist concept. The Department of Education was given responsibility for developing and administering a School Safety Specialist Training and Certification Program. By December 1999, the state Department of Education had established the Indiana School Safety Specialist Academy, the first training program of its kind in the nation. By July 2000, the Academy had trained and certified 301 school safety specialists throughout the state from 293 public school corporations, five non-public schools, and two state-operated schools.

The accomplishments of Countywide School Safety Commissions as a whole are highlighted below as a special feature of this report.

Accomplishments of Countywide School Safety Commissions

Ninety-eight percent (90) of Indiana's 92 counties received incentive grants to establish or continue implementation of a Countywide School Safety Commission during the 1999-00 school year. Two-hundred and eighty-one of Indiana's 293 school corporations are located in the 90 counties that received a grant.

Year-end reports submitted by 63 of the 90 participating counties on or before August 30, 2000 form the basis of commission activities and accomplishments presented here. Two-hundred and nineteen public school corporations are

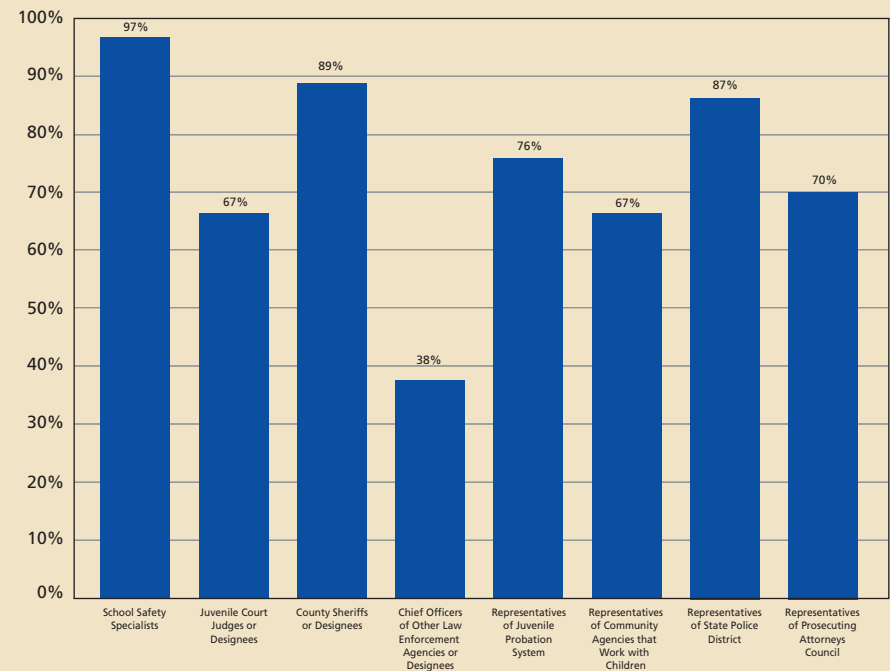
located in the 63 counties on which this report is based. Ninety-four percent (205) of all school corporations in the 63 reporting counties participated in their county's School Safety Commission initiative.

By law, a Countywide School Safety Commission must include (a) the school safety specialist for each school corporation located in the county, (b) the juvenile court judge or the judge's designee, (c) the county sheriff or the sheriff's designee, (d) the chief officer of every other law enforcement agency in the county or the chief officer's designee, (e) a representative of the juvenile probation system appointed by the juvenile court judge, (f) representatives of community agencies that work with children within the county, (g) a representative of the Indiana State Police district that serves the county, and (h) a representative of the Indiana Prosecuting Attorneys Council who specializes in the prosecution of juveniles. Thus, across all 63 reporting counties, at least 205 school safety specialists, 63 juvenile court judges, 63 sheriffs, 329 chief officers of other law enforcement agencies, 63 representatives of juvenile probation, 63 representatives of community agencies that work with children, 63 representatives of the Indiana State Police, and 63 representatives of the Indiana Prosecuting Attorneys Council could have been represented on Countywide School Safety Commissions.¹⁰

Graph E presents the percentage of each group that participated on Countywide School Safety Commissions. Seventy percent or more of school safety specialists, county sheriffs or sheriff designees, representatives of juvenile probation, district state police officials, and representatives of the Prosecuting Attorneys Council were represented on School Safety Commissions. Nearly 70% of juvenile court judges or judge designees and representatives of community agencies that work with children were represented.

In addition to the eight required groups of participants, counties were encouraged to include other community members on commissions as deemed appropriate by the commission. Thus, Countywide School Safety Commissions also included parents and other citizens, school personnel, emergency services personnel, representatives of religious organizations, local government officials, business owners and employees, and members of the media.² The percentage of commissions that included members in each of these optional groups is shown in Graph F. School personnel, including teachers, school administrators, school

**Graph E: Countywide School Safety Commissions:
Extent of Participation among Required Groups**



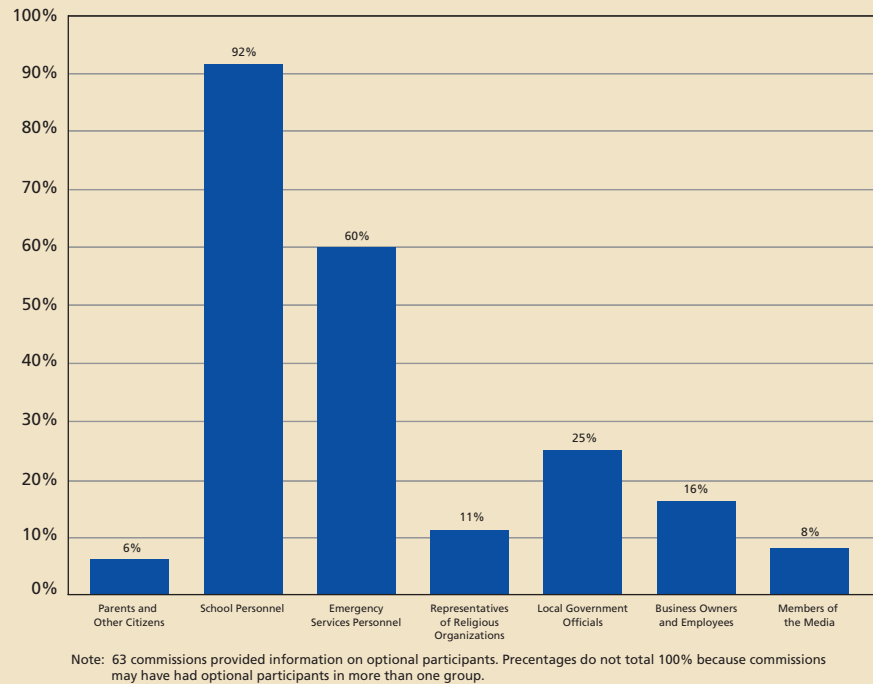
Note: The number of participants in each group ranges from 63 for groups which have one possible participant per county (e.g., Sheriffs) to 329 for groups which have many possible participants per county (e.g., Chief Officers of Other Law Enforcement Agencies).

healthcare professionals, school social workers, guidance counselors, and bus drivers, participated on nearly all local commissions. Emergency service professionals, including hospital, fire, rescue, emergency management, civil defense, National Guard, and Red Cross personnel, participated on approximately two-thirds of all commissions.

School Safety Equipment Purchases and Other Commission Expenditures

School Safety Commissions applied incentive grant funds to one or more of six main categories of expenses² related to planning for or implementing safety measures in schools.

**Graph F: Countywide School Safety Commissions:
Percent of Commissions that Included Optional Participants**

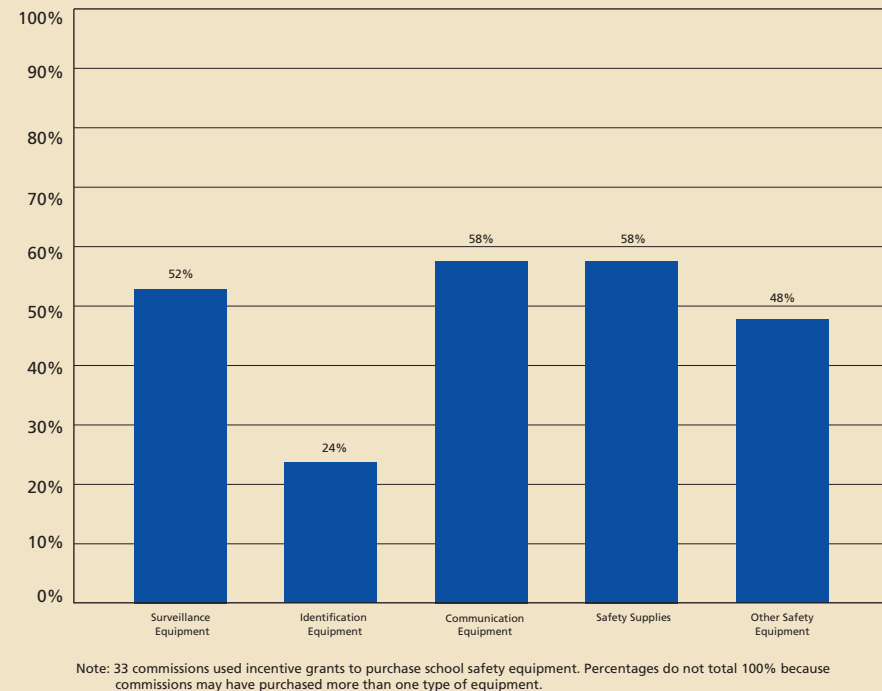


Fifty-two percent of the 63 reporting counties used the funds to purchase school safety equipment. As shown in Graph G, over half of the countywide commissions that purchased equipment invested in surveillance equipment, communications equipment, and safety supplies to enhance the safety of schools. Other commission expenditures follow:

- Twenty-one percent of counties (13 counties) used grant funds to offset meeting costs for routine commission meetings and meetings to conduct or receive school safety training;
- Twenty-one percent of counties (13 counties) used grant funds for personnel expenses to pay for specialized safety inspections of schools and costs associated with police walk-throughs in school buildings;

- Twenty-one percent of counties (13 counties) used grant funds to pay printing costs associated with safety pamphlets, action plans, and other school safety documents;
- Five percent of counties (three counties) used grant funds to pay for guest speakers with expertise in the area of school safety; and
- Thirteen percent of counties (eight counties) reported transportation costs associated with travel to and from universities for training sessions or guest speaker travel.

**Graph G: Countywide School Safety Commissions:
School Safety Equipment Purchases**



Best Practices

Participating counties were asked to report on innovative or proven strategies that are working to improve school safety in their area. To promote information sharing and the compilation of best practices from around the state, respondents were permitted to list strategies they are planning to implement as well as those that already have been implemented. Table 3 lists school safety strategies highlighted as best practices by 49 of the 63 reporting countywide commissions.¹¹

Table 3
Countywide School Safety Commissions: School Safety Strategies Highlighted as Best Practices

Allen	<ul style="list-style-type: none"> • Numbered signs next to exterior doors • Pierce Responder System 	Clay	<ul style="list-style-type: none"> • Police walk-through • Cameras on buses and inside/outside of school buildings
Bartholomew	<ul style="list-style-type: none"> • Community liaisons • Safety hotline • Crisis planning • Computer networking 	Clinton	<ul style="list-style-type: none"> • Universal trouble codes • Established crisis teams • Distributed copies of emergency plans to Commission members
Blackford	<ul style="list-style-type: none"> • Mock drills • Crisis management plan • Medical mobile units • Tiplines • LEEP grant • Inservice for staff • Random drug, alcohol, and tobacco testing • Police walk-through 	Dearborn	<ul style="list-style-type: none"> • “Incident Command Training” for law enforcement • Police walk-through • Copies of school floor plans for patrol officers’ cars
Brown	<ul style="list-style-type: none"> • Random use of metal detectors • Walkie-talkies on playground 	Delaware	<ul style="list-style-type: none"> • Safety newsletter • Tipline • Active Commission subcommittees
Cass	<ul style="list-style-type: none"> • Staff identification cards • Only one open door to school buildings • Buzz-in entry system • Visitor sign-in policy 	Elkhart	<ul style="list-style-type: none"> • Lock-down drills • “Call-a-Counselor” program • Crime-stoppers connection
Clark	<ul style="list-style-type: none"> • Crisis response checklist • School crisis kit • Crisis response procedures flip chart 	Fayette	<ul style="list-style-type: none"> • Emergency management resource guide • Collaboration with emergency safety personnel
		Floyd	<ul style="list-style-type: none"> • Collaboration with local law enforcement • Police walk-through
		Grant	<ul style="list-style-type: none"> • SHOCAP/SAFEPOLICY • Emergency signage • Security badges • Tipline
		Hamilton	<ul style="list-style-type: none"> • Community forums • Identification badges • Tipline • School safety brochure • Visitor sign-in policy • Cell phones • Crisis plan implementation
		Henry	<ul style="list-style-type: none"> • Bomb threat procedures

Howard	<ul style="list-style-type: none"> • Hotline • Communications, surveillance, and security equipment • Mock drills • SHOCAP/SAFEPOLICY • Crisis plan implementation • Only one open door to school buildings 	Lake	<ul style="list-style-type: none"> • Tipline/rewards • Law enforcement visits to schools • Identification of at-risk students • Improved attendance
Huntington	<ul style="list-style-type: none"> • Identification badges • Radios • Parent safety brochure 	LaPorte	<ul style="list-style-type: none"> • Communities in Schools program • SHOCAP/SAFEPOLICY
Jackson	<ul style="list-style-type: none"> • School Resource Officer • Communications, surveillance, and safety equipment • Zero Tolerance policies • Collaboration with local law enforcement • Mock drills • Lockdown procedures 	Lawrence	<ul style="list-style-type: none"> • At-risk programs • Principles of Effectiveness
Jasper	<ul style="list-style-type: none"> • “Educate the Educators” program • Police security • Disseminate school plans to law enforcement 	Marion	<ul style="list-style-type: none"> • Metal detectors • K-9 units • Truancy sweeps • Intervention programs
Jefferson	<ul style="list-style-type: none"> • DARE class • Collaboration with local law enforcement • Crisis procedures • Helpline • Mock drills • Only one open door to school buildings • Visitor sign-in policy 	Montgomery	<ul style="list-style-type: none"> • Mock drills • Positive Steps program • Drug searches • Community collaboration
Knox	<ul style="list-style-type: none"> • Table top disaster drill 	Morgan	<ul style="list-style-type: none"> • Surveillance equipment • Access cards for teachers
Kosciusko	<ul style="list-style-type: none"> • Counseling • DARE • GREAT • School Resource Officer • Identification badges • Visitor check-in policy • Restricted access 	Orange	<ul style="list-style-type: none"> • Latch-Key program • Safe Haven programs • Alternative school • At-risk program
LaGrange	<ul style="list-style-type: none"> • Alternative school • Teen Court • COPS in Schools program • DARE 	Parke	<ul style="list-style-type: none"> • Good communications • Planned coordination
		Perry	<ul style="list-style-type: none"> • Limited building access • Security and surveillance equipment
		Putnam	<ul style="list-style-type: none"> • Mock drills • Special training • Identification of at-risk students • Collaboration with county agencies • JAIBG grant • GRASP program • Anti-drug and tobacco programs
		Randolph	<ul style="list-style-type: none"> • Safety/security equipment • Safety plan flip charts • Lock-down drills • Mock drills

Ripley	<ul style="list-style-type: none"> • Community collaboration 	Warrick	<ul style="list-style-type: none"> • Crisis intervention plan • Hotline
Rush	<ul style="list-style-type: none"> • Crisis plan development • Visitor sign-in policy • Restricted access to school buildings • Evacuation and emergency information • Community collaboration 		<ul style="list-style-type: none"> • Counselors • School Resource Officer • Alcohol, tobacco, and drug prevention programs • Inservice • Teen pregnancy support group • Peer mediation program • Anger management program
Scott	<ul style="list-style-type: none"> • Awareness precautions • Communications • Safety policies • Community involvement • Building upgrades 	Wayne	<ul style="list-style-type: none"> • Bomb search training • Community collaboration • Identification of at-risk students • CPR training • Mock drills • Safety audit • Hotline
St. Joseph	<ul style="list-style-type: none"> • Visitor sign-in policy • Tipline • Established threat protocols • Healthy communication • Community collaboration • Security/surveillance equipment • Mock drills 	Wells	<ul style="list-style-type: none"> • Hotline • Mock drills • County agency collaboration • Safety assessments
Sullivan	<ul style="list-style-type: none"> • Communications devices • Safety/surveillance equipment • Visitor sign-in policy • Signage • Restricted access to school buildings • Zero Tolerance policies • Peer mediation program 	White	<ul style="list-style-type: none"> • Local law enforcement collaboration
Switzerland	<ul style="list-style-type: none"> • Safety/security equipment • Dress codes • Limited access to school buildings • Visitor sign-in policy • Community collaboration 	Whitley	<ul style="list-style-type: none"> • Number system for school buildings • Photographing all school buildings • Identification of at-risk students • Radios for contact with Sheriff's Department
Vigo	<ul style="list-style-type: none"> • Surveillance equipment • Metal detectors • Inservice for staff 		
Wabash	<ul style="list-style-type: none"> • Emergency/crisis manual • Emergency Preparedness Plan & Building Disaster Plan Manual • School safety plan 		
Warren	<ul style="list-style-type: none"> • Crisis management plan • School crisis pamphlet 		

Notes and References

1. According to the Indiana Department of Education, there were 294 school corporations in Indiana during the 1999-00 school year but Indiana schools were located in only 293 of the 294 corporations at that time. Thus, only 293 school corporations could have applied for a grant to support a school Safe Haven program. Consequently, to avoid skewing participation rates and other data presented in this report, we used 293 to represent the total number of school corporations in Indiana during the 1999-00 school year.
2. Content analysis was used to systematically categorize the essential characteristics of qualitative information on Safe Haven educational activities, program accomplishments, and equipment purchases. It also was used to categorize optional Countywide School Safety Commission participants and Commission expenditures.
3. Indiana Prevention Resource Center (2000). *Alcohol, Tobacco, and Other Drug Use by Indiana Children and Adolescents*. Available online at www.drugs.indiana.edu.
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5. U.S. Department of Education & U.S. Department of Justice (May 2000). *Working for Children and Families: Safe and Smart After-School Hours Programs*. Available online at www.ed.gov/pubs/parents/SafeSmart.
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8. U.S. Department of Education & U.S. Department of Justice (June 1998). *Safe and Smart: Making After-School Hours Work for Kids*. Available online at www.ed.gov/pubs/SafeandSmart.
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10. For school safety specialists, sheriffs, and chief officers of other law enforcement agencies the exact number of possible Commission participants was known. For juvenile court judges, representatives of juvenile probation, representatives of community agencies that work with children, representatives of the Indiana State Police, and representatives of the Indiana Prosecuting Attorneys Council it was assumed that there were a minimum of 63 possible participants in each group (i.e., at least one in each of the reporting counties).
11. Only information provided in response to question 10 of the commission report is presented in Table 3.

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The investment of Safe Haven resources in educational programs and school safety planning initiatives continues to help make Indiana schools safer. CJI's efforts to facilitate and support school programs and community-based school planning initiatives would not be possible without the continued partnership of the Indiana Department of Education in all aspects of school safety.



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